



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to ELT
Seminar on RESEARCH PROJECTS 1
Term 2021-1

COURSE PROFESSORS

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ROOM

Code for Google Classroom: **uobdlp4**

Link to Google Meet: <https://meet.google.com/lookup/ggg3iluijg>

DESCRIPTION & JUSTIFICATION

This seminar is the follow up of a reflective process that students initiated in the field of applied linguistics for the teaching of English as a foreign language. In this seminar, students will increase their awareness of the theoretical, practical and ethical dimensions that are part of the methodological route of their project. Furthermore, they will examine the articulation of those dimensions with their epistemological perspectives on language teaching and learning. The course will guide students to make informed decisions about the theoretical foundations for their projects and about data collection procedures. A crucial aspect of this seminar is to ensure that students show coherence and state a critical position in the selection of their theoretical stance and research approach for their project. The program focuses on the design, validation and/or piloting of and implementation of data collection instruments centering on a continuous critical reflection of those processes. This seminar also promotes consistency in linking the micro realities of students' research wonderings with their understanding of macro and recent societal problems both at the local and international levels.

COURSE GOALS

1. Reflect, evaluate and refine students' research proposals in an attempt to reach consistency and originality



2. Strengthen the theoretical tenets that support the general project and the instructional design proposed
3. Work cooperatively in problem solving situations aimed at articulating their pedagogical intervention and the research methodology (emphasis on data collection instruments).
4. Design, validate and reflect upon the piloting of the data collection instruments
5. Design the overall methodology that will guide their project (setting, participants, etc.)

MAIN TOPICS

1. Typology of qualitative research in education: action research, case study, ethnography, narrative analysis, critical discourse analysis, etc.
2. Relation between research problem, theoretical framework, and research methodology
3. Pedagogical design: principles
4. Preparation, design, validation and/or piloting of instruments for data collection
5. Ethical issues when conducting research
6. Issues connected to the research methodology: participants, settings and teacher's role.

METHODOLOGY

This seminar centers on 3 key principles: Autonomy, collaboration, and critical reflection. In relation to the first one, students are to conduct their own search, go beyond the resources used in class, use their time wisely and complete tasks on time. They will present oral and written reports for which they have to prepare according to the parameters established in the seminar. The second principle involves working together, in a collaborative environment with peers and teachers, to improve the quality of the projects and to increase the chances to succeed in the research process. Students are encouraged to provide feedback based on their readings and their own teaching and learning experiences. The third principle implies assuming a critical attitude in class, to reflect upon the quality of the proposals and to identify strengths and weaknesses. Using a problem-solving approach, students will search together for solutions to the problems they encounter in their research methodology and the whole statement of the project if it is necessary.

The seminar uses as a teaching strategy “coteaching” or the involvement of “two or more areas of academic expertise in learning outcomes and assignment activities” (Dow & Thompson, 2017, p. 17). In this case, the combined expertise of two teachers, who have worked with different qualitative approaches and in different research areas, will be used to

guide students in the selection of the most appropriate methodological approach to respond their research questions. Occasionally, guest speakers are invited to illustrate the design and application of methodologies and pedagogical interventions. The methodology and the contents addressed in the seminar are flexible. There will be chance to adjust them in the light of the students' progress, felt needs and the status of the projects.

ASSESSMENT

Task	Description	Due date	Weight		
Class participation and attendance	Students should attend all classes. Peer feedback: Students' questions, suggestions and insights will be part of the feedback that will be evaluated	All sessions	15%		
Statement of the problem & Theoretical framework (Written work)	Students submit two chapters of their thesis (even more specific guidelines will be provided in class): 1. The statement of the problem. It must include a brief review of the state of the art that justifies the problem specified; the diagnosis or the needs analysis done, the research questions that emerged from the diagnosis, the research objectives and a general justification (4 to 5 pages doubled spaced). APA is mandatory 2. The theoretical framework. It must have a well-supported discussion on the concepts that are implicit in the research topic. A personal perspective from which to look at the research phenomenon should also be presented. Theory-based and research-based literature should be used to support personal points (15-20 pages)	March 24	30%		
Piloting of instructional design or instruments (Oral report)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Students with an intervention plan Paper on piloting of the intervention. It must include a critical reflection showing clear connections between theoretical stance, research questions and objectives and the pedagogical plan </td> <td style="width: 50%; vertical-align: top;"> Students without an intervention plan Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, piloting and adjustments </td> </tr> </table>	Students with an intervention plan Paper on piloting of the intervention. It must include a critical reflection showing clear connections between theoretical stance, research questions and objectives and the pedagogical plan	Students without an intervention plan Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, piloting and adjustments	April 27 & 28	25%
Students with an intervention plan Paper on piloting of the intervention. It must include a critical reflection showing clear connections between theoretical stance, research questions and objectives and the pedagogical plan	Students without an intervention plan Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, piloting and adjustments				
Research design & Preliminary data collection and analysis (Final paper)	Students submit a final paper that is composed of two parts: 1. The final version of the methodology chapter in which they explain the research approach, the type of study, the setting, the participants, the researchers' role, the ethical issues and the instruments for data collection. (8 to 10 pages)	June 1	30%		

	<p>2. Students also submit a report of a <u>preliminary</u> experience of data collection and data analysis that includes an explanation of the implementation of instruments, procedures, and techniques to gather data. In addition, the report should include a report on the findings from the preliminary analysis of the collected data. (6 to 8 pages)</p>		
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COURSE PLANNER			
Week	Date	Topic/Activity	Brief description / Assigned Reading
1	February 16	Introduction to the course (Professors Bonilla & Quintero)	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' proposals. Brief update and follow up assignment
	February 17	Oral report on the state of research proposals (part I) (Professors Bonilla & Quintero)	Oral report on the state of research proposals. Students explain their research proposals in a 5-minute oral presentation that includes: 1) Research problem, 2) Theoretical foundation, and 3) Research methodology.
2	February 23	Oral report on the state of research proposals (part II) (Professors Bonilla & Quintero)	Oral report on the state of research proposals. Students explain their research proposals in a 5-minute oral presentation that includes: 1) Research problem, 2) Theoretical foundation, and 3) Research methodology.
	February 24	Statement of the problem: Empirical and theoretical support (part I) (Professor Quintero)	Constructing arguments for the research problem: Gathering empirical and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the research questions, objectives and pedagogical objectives. <u>Readings:</u> Johnson & Christensen (2004). Chapter: Developing research questions and proposal preparation. Faulk & Blumenreich (2005). Chapters:



			Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.
3	March 2	Individual tutoring session (Professor Bonilla)	Individual students meet with one of the professors for a Q&A session on their own research studies
	March 3	Statement of the problem: Empirical and theoretical support (part II) (Professor Quintero)	Documenting a genuine research problem: Differentiating instrumental purposes from social and critical issues in language education research that have a practical and theoretical foundation <u>Reading:</u> Yin, R. K. Reviewing research literature pp. 61-65
4	March 9	Individual tutoring session (Professor Bonilla)	Individual students meet with one of the professors for a Q&A session on their own research studies
	March 10	Theoretical foundation of a research project (part I) (Professor Quintero)	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (Feedback session). Reading: Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
5	March 16	Individual tutoring session (Professor Bonilla)	Individual students meet with one of the professors for a Q&A session on their own research studies
	March 17	Theoretical foundation of a research project (part II) (Professor Quintero)	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (Feedback session).

			Reading: Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
6	March 23	Individual tutoring session (Professor Bonilla)	Individual students meet with one of the professors for a Q&A session on their own research studies
	March 24	Structure of the instructional design (part I) (Professor Quintero) Written work due	Presentation on the plan for the pedagogical presentation: Tenets, organization, chronogram. Feedback session (students with a pedagogical intervention / action plan). <u>Reading:</u> Srivastava, D. (2020). Foreign language pedagogy in open and distance learning: Digital platforms & instructional design Statement of the problem & Theoretical framework
7	March 30 & 31	Holy Week	
8	April 6	Individual tutoring session (Professor Bonilla)	Individual students meet with one of the professors for a Q&A session on their own research studies
	April 7	Structure of the instructional design (part II) (Professor Quintero)	Presentation on the plan for the pedagogical presentation: Tenets, organization, chronogram. Feedback session (students with a pedagogical intervention / action plan).
9	April 13	Gathering spoken data (part I) (Professor Bonilla)	Guidelines for interviews & focus groups. Interviewers' skills. Students will bring copies of their interview formats (group work-feedback session) <u>Reading:</u> Edwards, R & Holland, H (2013). Chapter 3. What forms can qualitative interviews take? (pp



			29-42, Chapter 5: What sort of research tools can be used in conducting qualitative interviews? (pp. 53-64) and Chapter 6: What are the practicalities involved in conducting qualitative interviews? (pp 65-77)
	April 14	Individual tutoring session (Professor Quintero)	Individual students meet with one of the professors for a Q&A session on their own research studies <u>Reading:</u> Heigham, J. & Croker, R. (2009). Part II Qualitative research approaches pp. 45-164
10	April 20	Gathering spoken data (part II) (Professor Bonilla)	Oral narratives Classroom interaction Narrative interviews Phenomenological interviews Focus groups <u>Reading:</u> Pavlenko (2007). Autobiographic Narratives as Data in Applied Linguistics
	April 21	Individual tutoring session (Professor Quintero)	Individual students meet with one of the professors for a Q&A session on their own research studies <u>Reading:</u> Heigham, J. & Croker, R. (2009). Part III. Qualitative data collection methods pp. 165-262
11	April 27 & 28	Oral report due (Professors Bonilla & Quintero)	Piloting of instructional design or instruments
12	May 4	Gathering observed data (Professor Bonilla)	Observations and field notes: Guidelines for notetaking. Students will bring copies of the formats they will apply for gathering observed data (group work /feedback session). <u>Reading:</u> Yin, R. K. Doing fieldwork. (pp. 109-128)
	May 5	Individual tutoring session (Professor Quintero)	Individual students meet with one of the professors for a Q&A session on their own research studies

13	May 11	Gathering written Data (Professor Bonilla)	<p>Guidelines for the construction of surveys</p> <p>Students bring copies of their survey formats and/or journals (group work feedback session)</p> <p><u>Reading:</u> Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analyzing empirical material. (This is chosen according to the students' focus)</p> <p>Feedback session on the research design.</p>
	May 12	Individual tutoring session (Professor Quintero)	Individual students meet with one of the professors for a Q&A session on their own research studies
14	May 18	Paradigms and research designs (Professor Bonilla)	<p>Discussion on selected qualitative research designs:</p> <p>Students share their decisions on a research design of their studies (ethnography, case study, grounded theory, narrative research, phenomenology, etc).</p> <p><u>Reading:</u> Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analyzing empirical material. (This is chosen according to the students' focus)</p>
	May 19	Individual tutoring session (Professor Quintero)	Individual students meet with one of the professors for a Q&A session on their own research studies
15	Mayo 25	The research design: Selection of participants (Professor Bonilla)	<p>Guidelines for the selection of participants and the description of the settings</p> <p>Students present criteria for participant selection Students present consent forms</p> <p><u>Reading:</u> McMillan (2004). Participants, subjects and sampling. Feedback session</p>
	May 26	Individual tutoring session	Individual students meet with one of the professors for a Q&A session on their own research studies

		(Professor Quintero)	
16	June 1 & 2	Development of projects (Professors Bonilla & Quintero) Final paper due	Part 1: feedback session for students with a pedagogical intervention/ action plan. Part 2: feedback session for students without a pedagogical intervention Research design

BIBLIOGRAPHY:

Note: There will be additional readings during the semester depending on students' topics for their pedagogical and methodological components. In addition, students are strongly encouraged to consult the following databases: ProQuest, Scopus, ScienceDirect, SpringerLink, Redalyc, Scielo and the professional journals: Colombian Applied Linguistics Journal, PROFILE, IKALA, HOW, Voces y Silencios, among others.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York : Routledge.

Carreño-Bolívar, L. (2014). Collaborating and interacting: Walking together towards our learning community. *Colombian Applied Linguistics Journal*. DOI: <http://dx.doi.org/10.14483/udistrital.jour.calj.2014.2.a06>

Chenail, R. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report*, 16 (1), 255- 262

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, California: Sage Publications.

Denzin, N. K. & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: London : SAGE Publications.

Dow, I., & Thompson, K. W. (2017). Coteaching across STEM disciplines in the ESSA era of school librarians. *Teacher Librarian*, 44(4), 16-20.

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury.



- Guest, G., Namey, E. E. & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Washington: SAGE Publications.
- Heigham, J. & Croker, R. (2009). *Qualitative research in Applied Linguistics. A practical introduction*. London: Palgrave MacMillan
- Hubbard, R., & Power, B. M. (1999) *Living the questions. A guide for teacher-researchers*. York, Maine: Stenhouse.
- Liamputtong, P. (2010) *Qualitative research methods*. Oxford: Oxford University Press
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- Pavlenko, A. (2007). Autobiographic narratives as data in Applied Linguistics. *Applied Linguistics*, 28 (2), 163–188. doi:10.1093/applin/amm008
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- Rocco, T. S., & Plakhotnik, M.S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130. DOI: 10.1177/1534484309332617
- Srivastava, D. (2020). Foreign language pedagogy in open and distance learning: Digital platforms & instructional design. *IOSR Journal of Humanities and Social Science*. 25 (12), pp. 47-58.
- Teijlingen, E.V. & Hundley, V. (2001). The Importance of Pilot Studies. *UNIS, Social Research Update*. Journal of the University of Surrey, issue 35. Available on line:



http://eprints.bournemouth.ac.uk/10149/1/SRU35_pilot_studies.pdf

Yin, R. K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.

Zacharias, N. T. (2012). *Qualitative research methods for second language education: A coursebook*. Newcastle upon Tyne: Cambridge Scholars Publishing.

ACADEMIC EVENTS:

(to be completed)

Alvaro Quintero & Ximena Bonilla/February/2021